

**Undergraduate Assessment Review
Report on the Project: Senate May 2018**

Summary

The enclosed paper provides Senate with an update on the Undergraduate Assessment Review.

Work undertaken in Schools is summarised and next steps outlined. The paper provides background information for the presentation.

One action required.

Recommended Action

Senate is asked to **note** the report.

Publication: Open

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Overview

The Undergraduate Assessment Review project started at the end of July 2017. Professor Laurence Solkin (Deputy Dean, School of Arts and Social Sciences (SASS)) and Professor Pam Parker (Deputy Director, LEaD) led the project. The purpose of the project was to engage all undergraduate programme leaders in undertaking a mapping exercise of all the assessments in their programme against the programme learning outcomes to ensure that all learning outcomes were being assessed. In addition to this, all were asked to review their assessments against their progression rates and student satisfaction information to identify if the assessment volume was appropriate and if there were any learning outcomes being assessed on multiple occasions.

Four Learning Development Fellows were appointed to support work in some of the schools which included the City Law School, SASS and the School of Health Sciences. In the Cass Business School and School of Mathematics, Computer Science and Engineering this project was led by the Associate Deans Education and other staff. An Undergraduate Assessment Project Board was also set up which included all the Associate Deans Education, the Learning Development Fellows, the Project Leads, the LEaD Service Manager and colleagues from Student and Academic Services. This met monthly.

In addition to the assessment review outlined above the project team has also been developing artefacts for an Assessment Toolkit that will be set up for staff and students.

Project Outcomes

All schools have engaged with this project well despite this adding to the volume of work for programme and module leaders. There have been a range of changes made which include: a reduction on some assessments on programmes; a review of the weighting for assessments and changes made where this has been felt to be appropriate; and a review of assessment deadlines to avoid multiple assessments being due at the same time.

Cass Business School

All programmes have produced an assessment map except the UG Business Management Cluster which commences in September 2018. This will be done as the programme starts. For this project, Cass implemented a process in 2017-18 of compiling all coursework assessment submission dates at the start of term for review by the Course Directors. This enabled identification of areas of heavy student workload and mitigated conflicting deadlines. There have also been some revisions to some assessment in terms of timing, format, or type of assessment. Some of these changes were in place for 2017-2018 due to implementation through periodic reviews undertaken in 2016-2017.

City Law School

All programme except two have been mapped and these will be done over the summer. The remaining programmes have all reviewed the volume and diet of assessments and made changes which will come into effect in 2018-2019.

School of Arts and Social Sciences

Nearly all programmes have been mapped and many have engaged with the review. Programmes have reduced the number of assessments or changed the length of these as well as some programmes introducing more variety.

School of Health Sciences

All programmes that required a map have undertaken this. Some programmes are currently running out and new programmes are being developed for approval. Other programmes had been engaged in periodic review last year and had made significant changes as part of this process. One programme had undertaken a review in 2015-2016 which resulted in some changes.

School of Mathematics, Computer Science and Engineering

The engineering programmes have all commenced as new programmes in September 2017 and so mapping is being done now. The mathematics programme underwent a review last year and had some changes to assessment as part of this process. The computing programmes are currently all being reviewed across the department and so the mapping and review will take place alongside this.

Next Steps

Currently the Learning Development Fellows and the Project Leads are continuing to meet and develop artefacts for the toolkit so this can be launched for the next academic year. The group are also looking at dissemination of some of the good practice across the institution and considering what a stage 2 project might involve. To date there has been some feedback that different programmes might want to engage in different activities, for example some might wish to diversify assessment further and others might want to look at feedback. It is therefore felt that perhaps a school by school approach is better for stage 2 and programmes that want to engage in this can then volunteer for support whilst undertaking development.

Student and Academic Services and the Project Leads have been discussing how the assessment maps might be used within the ongoing review of programmes and are looking to introduce this as a requirements for all new programme approvals.

There is also some empirical data being collected from UG students in focus groups related to student activity when preparing assessments, time allocated to this and what makes good feedback. The findings from this will then be used to inform colleagues at City about student activity. We will also share good practice from this review with others across the sector.

Professor Pam Parker, Deputy Director, LEaD
Report from UG Assessment Project Board
May 2018